



**RISING TIDE CHARTER PUBLIC SCHOOL
2019-2020 ANNUAL REPORT**

**59 Armstrong Road
Plymouth, MA 02360**

SCHOOL CONTACT:

**Michael O'Keefe
Head of School
TELEPHONE: 508 747-2620, ext. 512
FAX: 508 830-9441
E-MAIL: mokeefe@risingtide.org
WEBSITE: www.risingtide.org**

July 31, 2020

**2019-2020 ANNUAL REPORT
TABLE OF CONTENTS**

Introduction to the School	3
Letter from the Chairman of the Board of Trustees	5
School Performance and Program Implementation:	
Faithfulness to the Charter	6
Academic Program Success	11
Organizational Viability	14
Appendix A: Accountability Plan Performance 2019-2020	21
Appendix B: Recruitment and Retention Plan	25
Appendix C: School and Student Data Tables	35
Appendix D: Additional Required Information	39
Appendix E: Approved Board Meetings for 2020-2021	40
Appendix F: Complaints	41

Introduction to the School

Rising Tide Charter Public School			
Type of Charter	Commonwealth	Location of School	Plymouth, MA
Regional or Non-Regional?	Regional	Districts in Region	Barnstable, Bourne, Carver, Duxbury, Falmouth, Freetown-Lakeville, Halifax, Kingston, Marion, Marshfield, Mashpee, Mattapoisett, Middleborough, Old Rochester (Marion, Mattapoisett, Rochester), Pembroke, Plymouth, Plympton, Rochester, Sandwich, Silver Lake (Halifax, Kingston, Plympton), Wareham
Year Opened	1998	Years Renewed	2003, 2008, 2013, 2018
Maximum Enrollment	700	Enrollment as of 6/30/2020	642
Chartered Grade Span	Grades 5-12	Current Grade Span	Grades 5-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 6/30/2020	289
Final Number of Instructional Days during 2019-2020 School Year¹	116 in-person days; 64 remote days		

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts

School Hours	7:45 am - 3:00 pm	Age of School as of 2019-2020 School Year	22 Years
<p>Mission Statement</p> <p>“To become intimate with your home region, to know the territory as well as you can, to understand your life as woven into the local life does not prevent you from recognizing and honoring the diversity of other places, cultures and ways. On the contrary, how can you value other places if you do not have your own? If you are not placed, then you wander the world like a sightseer, a collector of sensations, with no gauge for measuring what you see. Local knowledge is the grounding for global knowledge.” (Scott Russell Sanders)</p> <p>The Rising Tide Charter Public School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community, a tie with those who have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor.</p>			

in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports.



July 29, 2020

Dear Members of the Massachusetts Department of Elementary and Secondary Education:

Rising Tide faced tremendous, unprecedented challenges during the 2019-2020 school year, and the upcoming year is certain to present more of the same. As expected, our staff members and students have responded with tenacity, creativity, flexibility, and grace.

Rising Tide strives “to create a close community of students, teachers, parents and community members who work together . . .,” and the establishment of a strong school community is one of our key design elements. The work we have done over the years to build this community has been critical to our success in meeting these challenges.

Throughout the year, our top priority has been to safeguard the health of our families and staff while continuing to provide the best educational program possible in keeping with the principles of our charter. From the rapid pivot to remote learning in the spring, and continuing with the preparation for the constantly changing outlook for the upcoming year, the amount of thought, planning, and sheer effort undertaken by our staff members and teachers has been truly inspiring.

Throughout these changes, we have never wavered in our commitment to provide a rich, challenging, and supportive educational environment for all. While we celebrate the successful navigation of these recent challenges, we remain focused as always on continually improving our institution to better serve our students, families, staff members, and community.

Respectfully submitted,

Christopher Schelleng
Chairman, Rising Tide Charter Public School Board of Trustees

School Performance and Program Implementation: Faithfulness to Charter

Mission and Key Design Elements

Through the process of developing a Charter School Accountability Plan for the 2018-2023 charter term, the Board of Trustees and the Rising Tide staff members, along support from the Director of the Office of Charter Schools and School Redesign, identified three key design elements drawn from the school's mission statement, the school's original charter and past accountability reports:

1. A Strong Academic Program with Skill Development
2. Connection to the Plymouth Region
3. Strong School Community

A Strong Academic Program with Skill Development

In addition the aligning the 5-12 curriculum with the MA Curriculum Frameworks, the faculty at Rising Tide designs courses and units that work to develop Schoolwide Objectives and Benchmark Skills. The school sets high expectations for all students, and all students are expected to become excellent Communicators (Receptive Skills and Expressive Skills), Investigators (Inquiry Skills and Innovation Skills), Self-Directed Learners (Self-Awareness Skills and Skills in Taking Responsibility), and Community Stewards (Skills in Awareness of Others and Collaboration Skills). At Rising Tide, academic growth and development is integrated with social and emotional growth and development, and occurs in core classes, elective courses, and extra-curricular programs.

At Rising Tide, students have access to a curriculum that includes broad and challenging coursework, World Languages and the Arts are considered core disciplines for students in grades 5-12, and nearly all students in grades 5-12 participate in at least one Arts course each year. Students in grades 5-12 also have access to a selection of high-interest elective courses. In the 2019 School Report Card (<http://reportcards.doe.mass.edu/2019/04830305/>), the most recent, publicly available accountability report for Rising Tide, 100% of Rising Tide high school graduates completed the MassCore program of studies, compared to 81.4% of all high school graduates in Massachusetts. Rising Tide prepares students with the skills to succeed in college and in careers, with 80.1% of students in grades 11 and 12 completing advanced coursework, compared to 65.1% of students in grades 11 and 12 across Massachusetts. Rising Tide students have a 100% four-year graduation rate, compared to a four-year graduation rate of 87.9% across Massachusetts.

Connection to the Plymouth Region

At Rising Tide, all teachers are expected to include some direct connection to the Plymouth region to each course plan. These connections range from an individual assignments asking students to observe something in their neighborhood, to term-long collaborative projects working to understand broad challenges for the local community and work to develop solutions.

All Middle School Exposition courses work to explore a universal, generative question that is applied to the Plymouth region. For example, a question such as "Where does our food come from?" is explored in the Farm to Fork Exposition course. Many other core and elective courses explicitly explore topics connected to the Plymouth Region, including Upper School courses Local Horticulture, Local History, and Local Ecology Lab.

In 2019-2020, seniors in the Software Development: ARCore course collaboratively developed an App to bring augmented reality to the Pilgrim Trail in Plymouth. The group of students won the 6th Annual Congressional App Challenge and were able to meet with U.S. Rep. William Keating.

In 2019-2020, approximately one half of the seniors participated in the Senior Internship Course, a community-based internship program that takes place during the elective block for one semester. Students gain career experience in a non-paid internship of their choice, and meet regularly with a faculty member to practice professional job skills.

Students at Rising Tide also participate in service learning projects and community service projects through courses, advisory programming, or the *Community Action Club*. Community partners this year included Wildlands Trust, Gifts to Give, the South Shore Resource and Advocacy Center, and the Plymouth Coalition for the Homeless.

Strong School Community

The Advisory program at Rising Tide is at the center of a structure of supportive relationships. With their Advisory groups, Advisors create a smaller community within the school, serve as the primary support and advocate for the student within the school, and serve as the primary contact between home and school. Grade level Advisory Teams work collaboratively to develop Advisory curriculum within the following three strands: Community Building, Future Planning, and Wellness. Other structures of support include the Wellness Team, comprised of counselors and nurses, and the Middle School and Upper School Student Support Team, which include Principals, Assistant Principals, Counselors, Nurses, Special Education Leaders, and the College and Future Planning Counselor.

In an effort to better support students and families, Rising Tide teachers met weekly in Professional Learning Groups to continue to build a professional learning community that fosters educator inquiry and quality collaboration.

In order to have a strong school community, students need to feel safe and develop a sense of belonging. One indicator that students at Rising Tide feel connected to the school community is the attendance rate and the chronic absenteeism rate, found in the 2019 School Report Card. In 2019, 5.2% of students at Rising Tide were chronically absent, compared to 12.9% of students across Massachusetts.

This year the school held a number of events to support a strong school community, including an Arts Night and STEM Night. The extended school closure from March through June prevented the school from holding in-person gatherings for the final part of the year, but the strong school community came together through virtual events and car parades to celebrate the students and families.

Amendments to the Charter

During the 2019-2020 school year, Rising Tide applied for one amendment to its Charter. The Commissioner of Elementary and Secondary Education approved the school's Enrollment Policy and Application. The Rising Tide Board of Trustees wished to make an update to the transportation policy to provide greater access and equity to Rising Tide Charter Public School by providing regional transportation in accordance with the Charter School Technical Advisory 16-1. Additionally, Rising Tide needed to clarify the names of the Districts included in the school's region. Rising Tide is planning to offer regional transportation for the 2020-2021 school year.

Date	Amendment Requested	Pending or Approved?
1/28/2020	Enrollment Policy and Application (Transportation Policy)	Approved 2/5/2020

Access and Equity: Discipline Data

- A. The most recent, publicly available student discipline data for Rising Tide, from 2018-2019, can be found on the school's Department of Elementary and Secondary Education profile page and viewed through the following link:
<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04830000&orgtypecode=5&=04830000&>
- B. During the 2018-2019 school year, Rising Tide enrolled 676 students; 2.4% of students were suspended in-school and 2.4% of students were suspended out-of-school. During that same time period, Rising Tide had no expulsions, no students sent to alternate placement, and no emergency removals. The chart below reflects 2018-2019 subgroups of students and the number of students suspended, either in-school or out-of-school:

2018-2019 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	676	28	2.4	2.4	0.0
EL	3				
Economically Disadvantaged	79	2			
Students with Disabilities	115	12	6.1	7.0	0.0
High Needs	181	13	4.4	5.0	0.0
Female	350	1			
Male	326	27	4.6	4.9	0.0
American Indian or Alaska Native	3				
Asian	17	0			
African American/Black	7	1			

Hispanic/Latino	23	1			
Multi-race, Non-Hispanic/Latino	37	1			
Native Hawaiian or Pacific Islander	0				
White	589	25	2.5	2.4	0.0

- C. During the 2019-2020 school year, Rising Tide staff members worked collaboratively to reduce the use of in-school and out-of-school suspensions for all students. The school implemented Community Standards Meetings to further promote a culture of Honesty, Trust, Respect, and taking Responsibility through dialogue between students, Advisors, and Assistant Principals.

In an effort to build greater support for and consistency with a school culture of Honesty, Trust, Respect, and taking Responsibility, a faculty workgroup, the Monday Committee, met weekly from September through December to address a central question: "How do we implement appropriate and effective alternatives to program removal when students have made mistakes or negatively impacted others in the school community through their actions?" Our group of Program Leaders, including the Principals, Assistant Principals, Academic Director, Student Support Director, Wellness Director, and Athletic Director, conducted a series of observations and protocol discussions through the first semester of the school year around the patterns of exemplary student behavior and challenging students behavior. Through the work of the Monday Committee, the Program Leaders group, and feedback from the entire faculty, the school has developed a list of exemplary adult actions that support exemplary student behaviors. Additionally, in November, all faculty members participated in a professional development workshop on Trauma-Informed Educational Practice.

On a weekly basis, our Middle School Student Support Team and our Upper School Student Support Team monitored the progress of individual students who made mistakes and demonstrated the need for more support and developed and implemented action steps to support the individual students. The Student Support Teams also monitored trends in attendance and discipline for all students and the subgroups of students in the school, including students with disabilities and male students.

Dissemination Efforts

<p>Best Practice Shared</p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</p>
<p>Using Rising Tide’s Schoolwide Objectives and Benchmark Skills to Integrate Social-Emotional Learning and Civic Engagement Across the Curriculum</p>	<p>Presentation at the DESE <i>Sharing for Success 2019 Dissemination Fair</i> on November 8, 2019</p>	<p>Michael O’Keefe, Head of School Maureen Chapman, Academic Director</p>	<p>Dissemination Fair participants from traditional district public schools and charter public schools</p>	<p>Participants learned about development of Rising Tide’s Schoolwide Objectives and Benchmark Skills, the work to integrate SEL competencies with curriculum planning, implementation, and assessment, and the professional development workshops that strengthen the collective dialogue and practice.</p>

School Performance and Program Implementation: Academic Program Success

Student Performance

A. Rising Tide's 2019 School Report Card, the most recent publicly available student performance data, is available on the Department of Elementary and Secondary Education website and viewed through the following link:

<http://reportcards.doe.mass.edu/2019/04830305>

B. In the second year of the state's new accountability system, Rising Tide Charter Public School was classified as a school Not Requiring Assistance or Intervention for Substantial Progress Toward Targets. The school achieved an Accountability Percentile rank of 83, a rank that compares Rising Tide with other public schools in Massachusetts that include high school and middle/elementary grade levels; Overall, Rising Tide performs better than 83% of middle/high or K-12 schools statewide. Rising Tide is meeting 58% percent of the improvement targets set by the state, showing improvement across most accountability measures. The table below includes the accountability information.

2019 Official Accountability Report for Rising Tide Charter Public School:	
http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04830305&orgtypecode=6&	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	58% - Substantial progress toward targets
Accountability percentile	83

Academic Program

During the 2019-2020 school year, the faculty and staff at Rising Tide worked collaboratively to deepen the development of the teacher-designed curriculum, the inquiry and skills-based approach instructional model, and varied assessment methods. In the 2019-2020 school year, one the school added one new course, a year-long Computer Science course available to students in grades 11 and 12 that builds upon the grade 9 Digital Literacy and Computer Science Principals semester-based course. For a full explanation of Rising Tide's high quality academic program, including all course offerings, please see the [2019-2020 Program of Studies](#), which is publicly available on the school's website.

The curriculum at Rising Tide is aligned with the Massachusetts Curriculum Frameworks and guided by our Mission and Goals and by the four Schoolwide Objectives. By the time each student graduates from Rising Tide, the student should feel confident in the ability to be an effective Communicator, Investigator, Self-Directed Learner, and Community Steward. Teachers use these Schoolwide Objectives to set expectations, design teaching and learning activities, and assess student progress in all school-related activities. The Schoolwide Objectives and Benchmark Skills remain the same across grades levels; however, as students move into higher grade levels, they are expected to complete tasks with greater complexity, independence, and awareness. Additionally, each grade level has a guiding question, which the faculty uses to design teaching and learning opportunities and connect the work of school with the daily lives of students. Each academic discipline has developed a Guiding Statement

and a set of Essential Questions from which to design units of study. Each unit is designed to help students build skills, gain content knowledge, and develop understandings. This process of curriculum development has been strongly influenced by design frameworks such as those found in Understanding by Design (McTighe and Wiggins) and The Teaching for Understanding Guide (Blythe, et al.).

Teachers collaborate to ensure that our courses are aligned with each of the Frameworks: Arts, Comprehensive Health, Digital Literacy and Computer Science, English Language Arts and Literacy, Foreign Languages, History and Social Science, Mathematics, Science and Technology/Engineering, and Vocational Technical Education. The faculty also reviews the national frameworks for various academic disciplines when designing units. Using Rising Tide's inquiry and skills-based approach, teachers have the flexibility and autonomy to teach the students in front of them, differentiating instruction to ensure that all students have opportunities for success. Rising Tide provides a rigorous program in which all students are held to high academic standards. Courses at Rising Tide are not leveled, and the school does not weight grade point averages or rank students. Teachers at Rising Tide foster the development of skills, the exploration of content, and the deepening of understanding. The faculty and staff at Rising Tide are committed to preparing all students for college and beyond.

In addition to the academic courses, all students participate in Academic Support time on a weekly basis. Rising Tide provides special education services for students with Individualized Education Plans and accommodations for qualified students with disabilities through Section 504 plans. Targeted assistance programming in English Language Arts and Math is also provided to some students in each Middle School grade to further support the improvement of skills. A targeted assistance Math Skills course in the Upper School provides additional support to some high school students. Students are assigned to targeted assistance programming based upon their performance in their core courses and their performance on MCAS.

Distance Learning

When the extended closure due to the COVID-19 pandemic began on March 16, 2020, our team of educators began providing students access to opportunities for practicing skills and exploring topics related to each course through Google Classroom. Beginning on April 6, Rising Tide transitioned to a more robust distance learning model that included a combination of asynchronous assignments, lessons, and support with synchronous class check-ins twice a week for each course section. Students were required to attend each Google Meet session for each of their courses and were required to complete weekly assignments posted on Google Classroom for each course. For further information about Distance Learning through the extended closure, see the [Distance Learning Overview for Families](#), which is publicly available on the school's website.

From the beginning of April 2020 through the end of June 2020, Distance Learning at Rising Tide was guided by the following two goals:

- To prioritize safety, support, wellness, and understanding for the entire school community.
- To Implement Rising Tide's Key Design Elements, providing a strong academic program with an emphasis on skills, a connection to the Plymouth region, and a strong school community

The school created a Chromebook loaner program for students, delivered mobile internet hotspot devices to families without internet service, and gathered formative feedback from students, families, and teachers about the implementation of the Distance Learning approach. Teachers and students were able to move forward with a revised curriculum for each course to achieve the course goals and for students to practice the Pre-Requisite Content Standards provided by the Department of Elementary and Secondary Education in April, 2020.

School Performance and Program Implementation: Organizational Viability

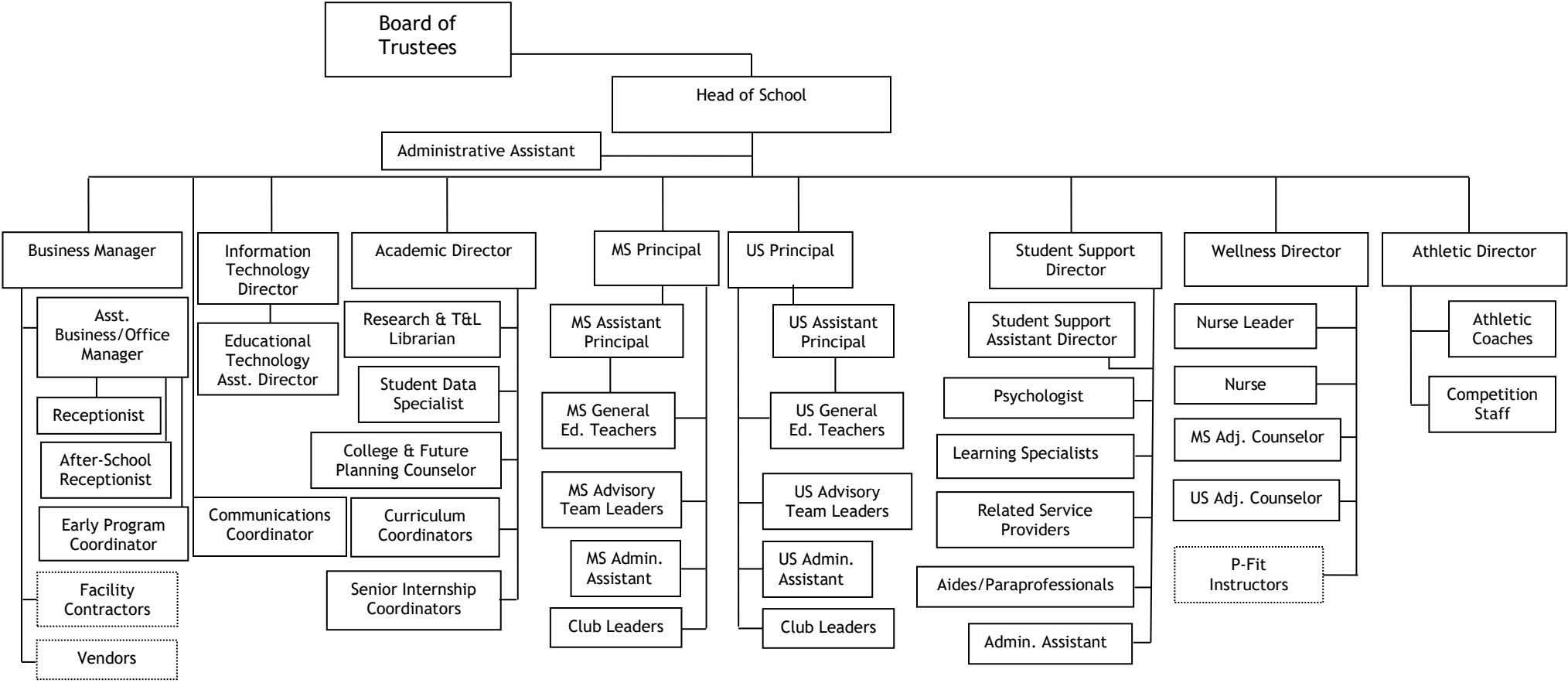
Organizational Structure of the School

For the 2019-2020 school year, the school's organizational structure adjusted slightly from the previous year. In the revised structure, the Middle School Assistant Principal reported directly to the Middle School Principal and the Upper School Assistant Principal reported directly to the Upper School Principal, rather than directly to the Head of School. The Assistant Director of Student Support reported directly to the Director of Student Support rather than directly to the Head of School. Early in the 2019-2020 school year, the Assistant Director of Student Support resigned and the school suspended refilling the role to hire more instructional staff to directly support the students and general education teachers for the remainder of the school year. The Communications Coordinator role was added as a part-time role, reporting directly to the Head of School. In the 2019-2020 school year, eight (8) school leaders reported directly to the Head of School. These leaders directly supervised the remaining staff members in the areas of business operations, educational technology, academic leadership and support services, instructional leadership, student support, wellness, and athletics. The Organizational Chart for the 2019-2020 school year appears on the following page.

The school anticipates there will be a need to add some additional roles for the upcoming school year given the challenges to supporting students and programming during the COVID-19 pandemic.

Rising Tide Charter Public School

Organizational Chart 2019-2020



Budget and Finance (This section was prepared by Eric Mello, Business Manager)

A. Unaudited FY 120 Statement of Revenues, Expenses and Changes in Net Assets

	July 1, 2019 - June 30, 2020
Operating Revenues:	
State Grants	\$ 9,574,611
Federal Grants	\$ 173,691
Other Revenue	\$ 151,946
Food Service revenue	\$ 79,041
On - Behalf Payments	\$ 1,258,000
In-Kind Revenue	\$ 395,000
Total operating revenue	<u>\$ 11,632,290</u>
Operating Expenses	
Administration	\$ 708,174
Instructional Services	\$ 5,333,132
Pupil Services	\$ 619,321
Operation & Maintenance of Site	\$ 653,207
Fixed Charges	\$ 1,348,143
Community Services	\$ 14,886
Non-Operating / Cap Facilities	\$ 1,176,601
On - Behalf Payments	\$ 1,258,000
In- Kind Revenue	\$ 395,000
Total Operating Expenses	<u>\$ 11,506,466</u>
Operating Income (loss)	<u>\$ 125,824</u>
Non-operating revenues and (expenses)	
Change in Net Position	\$ 125,824
Net Position, beginning of the year	\$ 3,830,649
Net Position, end of the year	<u><u>\$ 3,956,473</u></u>

* Operating Income surplus will be used to fund new facilities and other capital purchases

B. Statement of Net Assets for FY20 (Balance Sheet)

Current Assets

Cash	\$	2,576,663
Cash Construction Escrow	\$	53,958
Class & Student Funds Held	\$	34,545
Grants and Accounts Receivable	\$	131,316
Prepaid Expenses	\$	<u>12,589</u>
Total Current Assets	\$	2,809,071

Non Current Assets

Due from Related Party	\$	33,744
Capital Assets, Net	\$	<u>17,803,296</u>
Total noncurrent Assets	\$	17,837,040
Total Assets	\$	20,646,111

Current Liabilities

Accounts Payable	\$	117,980
Accrued Expenses	\$	758,909
Deferred Revenue	\$	3,260
Class and Student Funds held	\$	<u>27,686</u>
Total Current Liabilities	\$	907,835

Noncurrent Liabilities:

Note Payable	\$	15,638,838
Capital Lease Obligation	\$	<u>142,965</u>
Total noncurrent Liabilities	\$	15,781,803
Total Liabilities	\$	16,689,638

Net Position:

Net investment in capital assets	\$	1,995,952
Unrestricted	\$	1,834,698
Net Income	\$	<u>125,823</u>
Total net position	\$	3,956,473
Total liabilities and net position	\$	20,646,111

C. Approved School Budget for FY 21
(Approved by Board of Trustees on May 19, 2020)

Income

State Tuition	\$ 9,775,260
State and Federal Grants	\$ 325,953
Supplemental Fee Revenue	\$ 110,000
Funds Income	\$ 3,000
Other revenue	\$ 120,475
Interest Income	<u>\$ 500</u>
Total Income	\$ 10,335,188

Expenses

Administration	\$ 766,256
Instructional Services	\$ 5,343,083
Pupil Services	\$ 1,012,574
Operations and Maintenance	\$ 704,403
Fixed Charges	\$ 1,408,386
Non- Operating/Capital Facility	<u>\$ 1,118,928</u>
Total Expense	\$ 10,353,631

Net Ordinary Income \$ (18,443)

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	700
Number of students upon which FY21 budget tuition line is based	660
Number of expected students for FY21 first day of school	690
Please explain any variances: <i>Since March, 10 students have informed us they will not return or will not join the school after registering for the upcoming year. Rising Tide budgets conservatively each year, and with all the uncertainty of funding and the structures and needs of the upcoming school year, the school was even more conservative with the budget.</i>	

D. Capital Plan for FY21

	FYE 2021	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	FYE 2028	FYE 2029	FYE 2030	Total
Capital Projects:											
Computer & Copier Fleet											
1) Leasing	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	1,200,000
Classroom Technology											
2) Upgrades	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Furniture											
3) Replacements	80,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	215,000
Infrastructure & Capital											
4) Reserves	136,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,036,000
Total Capital Projects	346,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	2,551,000

10 Year Capital Plan FY 2021 - FY 2030

The following capital projects expected to occur over the next ten years:

- 1) Computer Fleet Lease:
In accordance with the school’s technology plan, the computer fleet maintenance cost reflects the annual investment required to upgrade and replace computers and related equipment in our media labs and classrooms. We purchased computer equipment and have entered into computer lease agreements for our computer fleet. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve. We will seek grant funds to respond to additional computer needs as a result of our COVID -19 education plan for FY 21

- 2) Classroom Technology Upgrades:
These costs are related to replacement of technology and continued expansion of new technology into the classrooms and will be paid from operating cash flows each year and therefore have no requirement for a capital reserve.

- 3) Furniture Replacements:
Periodically classroom and administration furniture is replaced. This cost reflects the annual cost to replace existing furniture throughout the school including classroom desks, storage lockers, art room tables, lunch tables, filing cabinets and various other items. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve. For FY 21 we will seek Grant funds to address additional Furniture needs as a result of our COVID-19 education plan.

- 4) Building Infrastructure & Capital Reserves:
During FY 2021 we plan to complete some minor construction work to install passing doors between classrooms and install air filtering equipment within our HVAC building system. We are setting aside approximately \$50,000 per year in capital reserves for repairs and replacement of building equipment.

Appendix A: Accountability Plan Performance for 2019-2020

Accountability Plan Evidence 2019-2020

2018-2023 Charter School Accountability Plan

Faithfulness to Charter: Objectives and Measures Related to Mission & Key Design Elements

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: <i>Rising Tide will provide for students a strong academic program that will foster the development of skills</i>		
<p>Measure: <i>Annually, 80% of all students will have aggregate benchmark skills scores that are greater in the 4th term than in the 2nd term.</i></p>	<p>Met</p>	<p><i>Student report card data, generated by teacher assessment of student progress, will provide, on an annual basis, evidence of successful growth of each student in each Benchmark Skill assessed. The Benchmark Skills rubric includes eight areas of assessment within the four Schoolwide Objectives: Communicator (Receptive, Expressive), Investigator (Inquiry, Innovation), Self-Directed Learner (Self-Awareness, Taking Responsibility), and Community Steward (Awareness of Others, Collaboration). Students earn a score of 1-4 on the Benchmark Skills rubric on the second and fourth term report card. Aggregate data for each student will be collected after the second and fourth terms, and measured for growth annually by the Student Data Specialist.</i></p> <p><i>In the 2019-2020 school year, 638 students were assessed in the eight Benchmark Skill areas in the 2nd and 4th terms. 612 Students, or 95.9% of students, had aggregate benchmark skills scores greater in the 4th term than the 2nd term.</i></p>
<p>Measure: <i>Annually, beginning in 2020, 80% of grade 11 students will achieve a mastery level of Proficient or higher on the College Work and Readiness Assessment (CWRA+).</i></p>	<p>Not Met</p>	<p>The Measure begins in Fall 2020</p> <p><i>Starting in 2020, students in grades 7, 9, and 11 will participate in the CWRA+, a performance-based critical-thinking assessment of students. The assessment results include subscores in six areas: Analysis and Problem Solving, Writing Effectiveness, Writing Mechanics, Scientific & Quantitative Reasoning, Critical Reading & Evaluation, and Critique an Argument. There are five mastery levels: Below Basic, Basic, Proficient, Accomplished, and Advanced. Student results are shared with Rising Tide after the administration of the</i></p>

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p><i>CWRA+ test and stored with the Student Data Specialist.</i></p> <p><i>In fall 2015, 50% of grade 9 students achieved a mastery level of Proficient or higher. In fall 2016, 69% of grade 9 students achieved a mastery level of Proficient or higher. In fall 2017, 65% of grade 9 students achieved a mastery level of Proficient or higher. In fall 2018, 55% of grade 9 students achieved a mastery level of Proficient or higher.</i></p> <p><i>In fall 2019, 80.6% of grade 12 students achieved a mastery level of Proficient or higher.</i></p>
<p>Objective: <i>Rising Tide will provide opportunities for students to connect to the Plymouth Region</i></p>		
<p>Measure: <i>Annually, as demonstrated by the annual spring student survey, 90% of all students will report feeling a Partial Connection or above to the Plymouth region through their participation in the Rising Tide program. 80% of students will complete the survey each year.</i></p>	<p>Not Met</p>	<p><i>In the annual spring student survey, students will be asked to report on their feeling of connection to the Plymouth region through their school participation. Students will have the option to choose from the following responses: Strong Connection, Connection, Partial Connection, No Connection. The annual student surveys will be administered during a scheduled time to ensure high levels of participation. The survey will be designed on a web-based survey platform that produces data reports. The data will be collected and stored by the Student Data Specialist.</i></p> <p><i>In the annual spring student survey, 82.6% of student respondents reported feeling a Partial Connection or greater to the Plymouth region through their participation in the Rising Tide program.</i></p> <p><i>109, or 16.9%, of the students completed this question on the survey. The student survey completion rate was very low compared to the 2018-2019 school year, likely due to students being asked to complete the survey at home rather than in the school building.</i></p>
<p>Measure: <i>Annually, beginning in 2021, 95% of all students will successfully complete, by earning a score of proficient or above on the school's rubric, three performance tasks connected to the Plymouth region in their core courses.</i></p>	<p>Not Met</p>	<p>The measure begins in 2021</p>

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: <i>Rising Tide will provide students with a strong school community</i>		
<p>Measure: <i>Annually, Rising Tide will have an attendance rate of 95.5% or higher.</i></p>	<p>Met</p>	<p><i>Attendance data is collected daily at the school and reported to the DESE. Annual attendance rates are available to the public on the DESE school profile.</i></p> <p><i>In 2016-2017 and 2017-2018, the two completed years since Rising Tide has had approximately 300 students in grades 9-12, the attendance Rate was 95.9%. In 2016-2017 and 2017-2018, the state average attendance rate was 94.6%</i></p> <p><i>In the 2019-2020 school year, the overall attendance rate was 95.2% for the 116 session days of the school year.</i></p>
<p>Measure: <i>Annually, as demonstrated by the annual spring student survey, 90% of all students will report feeling a Sense of Belonging or greater to the Rising Tide school community. 80% of students will complete the survey each year.</i></p>	<p>Not Met</p>	<p><i>In the annual spring student survey, students will be asked to report on their feeling a Sense of Belonging to the Rising Tide school community. Students will have the option to choose from the following responses: Strong Sense of Belonging, Sense of Belonging, Partial Sense of Belonging, No Sense of Belonging. The annual student surveys will be administered during a scheduled time to ensure high levels of participation. The survey will be designed on a web-based survey platform that produces data reports. The data will be collected and stored by the Student Data Specialist.</i></p> <p><i>In the annual spring student survey, 79.6% of student respondents reported feeling a Sense of Belonging or greater. While it did not meet the measure, 92.6% of student respondents reported feeling a Partial Sense of Belonging or greater to the Rising Tide Community.</i></p> <p><i>108, or 16.8%, of the students completed this question on the survey. The student survey completion rate was very low compared to the 2018-2019 school year, likely due to students being asked to complete the survey at home rather than in the school building.</i></p>

Dissemination: Objectives and Measures Related to Dissemination

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: <i>Over the course of the charter term, Rising Tide will share with other educators the school's best practices in the integration of the Schoolwide Objectives and Benchmark Skills</i></p>		
<p>Measure: <i>Through 2019 Rising Tide will continue the working partnership it has established with the Plymouth Public Schools to share best practices to support social and emotional learning through the use of the Schoolwide Objectives and Benchmark Skills.</i></p>	<p>Met</p>	<p>Workgroup meetings including, at various times during the 2018-2019 school year, four Rising Tide administrators and 10 Plymouth Public School administrators were held at Rising Tide Charter Public School, Plymouth Public Schools District Office, Plymouth South Middle School, and Plymouth Community Intermediate School</p> <p>Workshops were held at Rising Tide Charter Public School at 59 Armstrong Road in Plymouth during the 2018-2019 school year and included 18 Teachers and 2 Counselors from Rising Tide, and 23 Middle School Teachers and 5 Counselors from Plymouth Middle Schools.</p> <p>The Grant Project Director submitted an interim report in April 2019 for the period through February, 2019. The report is included in the following <i>Appendix A: Exhibit 1, DESE Grant 537 Interim Report</i></p> <p>Each teacher involved in the grant project produced a unit plan, two lesson plans, a rubric, peer observation reports, and project-end reflection.</p>
<p>Measure: <i>By 2023, Rising Tide staff will present best practices in the integration of its Schoolwide Objectives and Benchmark Skills at a minimum of three educator conferences.</i></p>	<p>Not Met</p>	<p>The school expects to meet this measure by 2023</p> <p>In November 2019, the Head of School and Academic Director presented at the <i>Sharing for Success 2019 Dissemination Fair</i></p>
<p>Measure: <i>By 2023, Rising Tide will offer educator workshops open to all public educators in the region, sharing the best practices in the integration of Schoolwide Objectives and Benchmark Skills, a minimum of three times.</i></p>	<p>Not Met</p>	<p>The school expects to meet this measure by 2023</p> <p>The COVID-19 Pandemic hindered the plans to offer educator workshops in Summer 2020.</p>
<p>Measure: <i>On an annual basis over the course of the charter term, Rising Tide share best practices, through the school website, of teacher curriculum plans and rubrics that demonstrate the integration of Schoolwide Objectives and Benchmark Skills</i></p>	<p>Met</p>	<p>The school had redesigned the website, which includes a clear and accessible section to share best practices with other educators.</p>

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan

2020-2021

School Name: Rising Tide Charter Public School

2019-2020 Implementation Summary:

1. Rising Tide experienced successes and challenges in implementing the school's recruitment strategies from the 2019-2020 Recruitment plan. The school held four successful information Open House events, one per month, during the primary enrollment period. Rising Tide mailed information about the school program, including notification of Open House events directly to the families of each student within the school's twenty-town region eligible to attend Rising Tide. The school also directly mailed information to the families of students in the region in third grade, a year before they are eligible to submit an application to Rising Tide. The school continued to utilize e-mail and social media in order to reach out to potential families.

Rising Tide continued to reach out to English Language Learners through promotional materials and enrollment lottery applications to Spanish and Portuguese, the two most prevalent languages in this region other than English. In all communications, the school worked to demonstrate access and equity with high expectations for all students, including student with disabilities, economically disadvantaged students, and students who have previously not been successful in school.

Through the recruitment efforts, the school experienced a 17% increase in total applications during the primary enrollment period for the upcoming year, a great success. The school also experienced an increase in grade five applications by 33% during the primary enrollment period for the upcoming year, another success.

2. On an annual basis, over 30 percent of the students entering Rising Tide are siblings of current students. During the 2019-2020 school year, 43% of the students attending Rising Tide were siblings. This relatively high percentage of siblings can impact the subgroup enrollment figures. The lack of available transportation through the 2019-2020 school year for families who reside in the other districts in Rising Tide's designated region does impact the enrollment figures for economically disadvantaged students and English Language Learners.
3. We are uncertain whether the incoming class of students, as captured in the October 1, 2020 SIMS report will meet the comparison index or the school's gap narrowing targets. We would like further discussion with the Department

regarding the school's Recruitment Plan once we have submitted the October 1 SIMS data.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2019-2020:

1. Mailings through a third party mailing house, to every eligible student in the region of twenty towns, as well as to students in the region who will be eligible for Rising Tide enrollment in future years.
2. Fliers about upcoming Open Houses placed in a variety of locations in regional towns.
3. Posting on school website and social media about upcoming Open Houses and events.
4. Information Open Houses in the evenings and on Saturdays in order to accommodate busy family schedules.
5. Shadow visits offered to prospective students so they can visit the school with a student host and attend classes.
6. E-mails regarding open houses and lottery information sent to Rising Tide's contact list of approximately 5,000, including current, former, and prospective families. Rising Tide asks current families to spread the word about Rising Tide and its events to other families.
7. Redesign and update school website, highlighting Rising Tide's program.
8. Increase press releases and social media posts, highlighting Rising Tide's program with high expectations for all students.

Recruitment Plan – 2020-2021 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 17.0%</p> <p>GNT percentage: 0%</p> <p>CI percentage: 14.0%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • At Information Open Houses and in recruitment mailings, make clear to families that charter schools are for all students and that special education services are available for students. • Continue to have a member of Rising Tide’s Special Education team attend all Information Open Houses in order to meet separately with parents of applicants with special education needs. The meetings include information about Rising Tide’s program and provide an opportunity for prospective parents to ask individual questions about the school program. • Continue to work with districts in school’s designated region to send accurate addresses of all students to third party mailhouse. • Rising Tide’s Student Support Director and parents involved with the school’s SEPAC reach out to SEPAC parents at other schools. • In brochures and marketing materials, include language that clearly states that students with special education needs are welcome at Rising Tide. • Parents of Rising Tide’s special education students will be invited to attend the December and January Information Sessions so that they can meet with prospective students and their families.
--	--

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0.5%</p> <p>GNT percentage: 0.6%</p> <p>CI percentage: 0.8%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to work with districts in school’s designated region to send accurate addresses of all students to third party mailhouse. • School staff will continue to conduct demographic studies of the region in order to identify target areas in the region for non-English speaking populations. • Place fliers/posters with information about open houses in targeted neighborhoods. • Make information about Rising Tide available in Spanish and Portuguese to families. • Provide translation services on Rising Tide’s website so that all information about the school can be viewed in other languages. • Provide Portuguese and Spanish translated fliers in appropriate areas, once a year. • Reach out to specific community centers in the region where Brazilian and Spanish speaking families congregate, such as special markets, St. Mary’s Church, Plymouth Brazilian Jiu Jitsu Academy, and the Harbor Community Health Center
--	---

Recruitment Plan – 2020-2021 Strategies
List strategies for recruitment activities for each demographic group.

	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Rising Tide will continue to reach out to specific community centers in the region where Brazilian and Spanish speakers congregate throughout the year. Rising Tide implemented this approach two years ago, and designated at least 2-3 years for this strategy to become effective. • Rising Tide will provide translation services in Portuguese and Spanish Open House events to support Portuguese- and Spanish-speaking prospective families. The school has allotted two years for this specific strategy to impact an increase in the ELL population.
--	--

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 13.1%</p> <p>GNT percentage: 12.3%</p> <p>CI percentage: 17.7%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Mail school information to all regional families using mailing lists provided by regional school districts. • Post fliers about upcoming Information Open Houses at the Plymouth Boys' and Girls' Club and other clubs in the Rising Tide region that tend to service economically disadvantaged families and their children. • Continue to make the application for free/reduced lunch easily accessible to all Rising Tide families by having it available on the school's website, mailed along with the summer mailing, and reminding families, through the weekly parent newsletter, that the application is available. Rising Tide also encourages families to apply for free/reduced lunches if their family income is reduced at any time by \$500 or more. • Make contact with community resources used by low-income families, including food stamp programs, food pantries, and social service agencies. Provide contact people with flyers and information regarding enrollment and information open houses. • Provide application materials and information packets to organizations and clubs that service economically disadvantaged children and their families. • Partner with representatives at the Plymouth Coalition for the Homeless, and the Plymouth Housing Authority to distribute recruitment materials to area families.
--	---

Recruitment Plan – 2020-2021 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Provide regional transportation, free of charge, to residents of districts in the school’s designated region. • Provide prospective students with flexible shadow visits, either half-day or full-day, and providing a free school lunch on the day of the shadow visit. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population. • Promote shoulder programming, including Early Program, After-School Homework Program, designed to support family schedules and transportation challenges, to prospective families. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Rising Tide explicitly states on the mailings and social media posts advertising the school that Rising Tide is open to all students regardless of prior academic achievement. • Discuss with prospective families all the different ways that Rising Tide helps all families to achieve success in a traditional public school setting, such as specialized math and literacy classes, extended school day, and one on one support. • At informational Open Houses, Rising Tide will continue to discuss all the different options available for families whose child may be sub-proficient by informing participants of the special support classes for students who may be struggling. • In written materials, website content, and informational Open Houses, promote the intentional balance of the Rising Tide core program, which gives equal significance and schedule priority to the arts and world languages, and has many high-interest elective courses from which students can choose at every grade level. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Share written and video testimonials from students and parents/guardians about the ways that Rising Tide can be the right fit for students with different interests.

Recruitment Plan – 2020-2021 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • At Open Houses, include in the presentation some of the strategies Rising Tide has utilized to prevent students from dropping out of school, including the Advisor program, counseling services, and flexibility in program to provide more time at school for homework and assistance. • Meet with prospective students and families whose child may be at risk at dropping out to go over strategies to being successful and how Rising Tide may be able to help. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Rising Tide will continue to offer academic counseling for students who have dropped out of school by holding meetings with the students and families to discuss options, or if necessary, alternate school programs. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Distribute information and applications to homeless shelters/group homes in the area to ensure that families understand the supports that Rising Tide provides to students under McKinney-Vento. • Continue to build relationships with community centers to ensure that families are aware of Rising Tide and what the school has to offer all students. • Rising Tide leaders will work with the Rising Tide Parent group to make connections with regional organizations supporting Latino and African American families to encourage more Latino and African American students to apply to Rising Tide. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Rising Tide leaders will develop a Diversity, Belonging, Equity, and Inclusion workgroup comprised of parents/guardians, students, teachers, and school leaders to collectively work together to address race and inequity in the school community.

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

Rising Tide's attrition rate decreased in the 2019-2020 school year, to 12.0 from 13.6 in the previous year. The school met its retention goal of 88 percent. Even though Rising Tide continues to do relatively well in terms of student retention, the school still room for improvement. On an annual basis, approximately 30 percent of the students who complete the middle school program seek a change for their high school experience. For some students, a school change between middle and upper schools is appropriate, as some students seek out vocational schools and/or private schools; however, retaining more students between the middle and upper schools remains one of Rising Tide's goals. The retention rate for all students, outside of the attrition between middle and high school, remains high.

The attrition rate decreased in the 2019-2020 year for students with disabilities, to 8.0 from 18.0 the previous year. The attrition rate also decreased in the 2019-2020 year for economically disadvantaged students, to 9.3 from 17.0. The attrition rate also decreased in the 2019-2020 year for high needs students, to 7.4 from 16.9.

Overall, Rising Tide experienced success in retaining students and increasing a sense of belonging for students.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	88%

Retention Plan – 2019-2020 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 8.0% Third Quartile: 9.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Regular contact with families through Advisor and/or learning specialists • Work consistently at school with learning specialist • Academic Support time available to all students on a regular basis • Families are invited to regular SEPAC meetings with learning specialists • Learning specialist preset at student/advisor/parent conferences twice a year • Accessibility to student advisor, learning specialists, and special needs coordinator • Implement weekly Student Support Team meetings for the Middle School program and the Upper School program for staff to discuss strategies and supports for individual students with disabilities. • Provide families with avenues to provide feedback through the Special Education Parent Advisory Council and the Annual Parent Survey. • For students who are struggling to achieve academic success, have the Advisory team, with support from the Student Support Team, developed strength-based strategic plans to help the student find small successes that build into greater successes.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 0.0% Third Quartile: 5.8%</p>	<p>(b) Continued 2019-20 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Copy and paste strategies here from last year's approved Annual Report.</p> <ul style="list-style-type: none"> • Provide SEI Training Courses at the School for Rising Tide Teachers

Retention Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> • In addition to meeting ESL requirements, ensure English Language Learners are receiving academic support from general education teachers. • Provide translation services at parent conferences
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 9.3% Third Quartile: 11.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Reduction of student fees for low income students. These reductions include fees for books, field trips, sports, college entrance exams, and college applications • Include language in regular communication to families about the reduction in fees for low income students • Personal attention for all students through the Advisor Program • School Counselor available for consultation • Use of <i>Virtual Gateway</i> to help identify families who receive food stamps and qualify for Free and Reduced lunch • Title I Reading Specialist available to assist students with reading challenges • Math Skills Course and Literacy Course available for two terms in the middle school • Academic Support time for all students built into the academic day • Math Skills Course during elective block available for Upper School students who are struggling academically • Provide Early Program and After-School homework program, free of charge, to economically disadvantaged students. • Provide all weekly club opportunities free of charge for all students. • Have appointed staff member at Rising Tide work with outside agencies to develop support plans for economically disadvantaged students and their families.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Retention Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Personal attention for all students through the Advisor Program • Title I Reading Specialist available to assist students with reading challenges • Math Skills Course and Literacy Course available for two terms in the middle school • Math Skills Course during elective block available for Upper School students who are struggling academically • Extended Learning Time built into the academic day • School Counselor available for consultation • Work with teachers in Curriculum Teams to better identify areas for skill improvement through which teachers can support students through core course teaching and learning time. <p style="text-align: center;">2020-2021 Additional Strategy(ies) if needed</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Personal attention for all students through the Advisor Program • Title I Reading Specialist available to assist students with reading challenges • Math Skills Course and Literacy Course available for two terms in the middle school • Skills Course during elective block available for Upper School students who are struggling academically • Academic Support time for all students built into the academic day • School Counselor available for consultation • Regular meetings with families to discuss retention strategies • Monitor Early Warning Indicator System (EWIS) as well as internal indicators of all students, including students in grades five and six, who may demonstrate signs of being at-risk for dropping out of school. <p style="text-align: center;">2020-2021 Additional Strategy(ies) if needed</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Follow up phone calls and letters to families and students asking them to meetings to discuss options that are available to them • Offer of academic counseling for students who may be interested in returning
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Will monitor achievement and data of Latino and African American students in relation to other demographic groups at the school to ensure the success rates are similar to other demographic groups at the school.

Appendix C: School and Student Data Tables

Rising Tide Charter Public School's student demographic enrollment data on the Department of Elementary and Secondary Education website may be accessed through the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04830305&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	0.9
Asian	1.5
Hispanic	3.7
Native American	1.1
White	86.3
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	6.5
Selected Populations	% of School
First Language not English	1.7
English Language Learner	0.5
Students with Disabilities	17.0
High Needs	27.5
Economically Disadvantaged	13.1

Administrative Roster for the 2019-2020 School Year			
Name, Title	Brief Job Description	Start Date	End date (if no longer employed at the school)
Michael O'Keefe, Head of School	Primary responsibility for all aspects of academic and organizational oversight, and state and federal compliance	2018 in Current Role 2003 at School	
Tyler Post, Middle School Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2009 at School	
James Simons, Upper School Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2011 at School	
Maureen Chapman, Academic Director	Oversees academic program under the direction of the Head of School. Develops curriculum and instructional materials, and oversees staff professional development	2017 in Current Role 2005 at School	
Luz Sprague, Upper School Assistant Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2011 at School	

Administrative Roster for the 2019-2020 School Year			
Anthony Papillo Middle School Assistant Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2005 at School	
Lauren Macpherson, Student Support Director	Oversees student support services, including IEP's 504's CAP Plans, Title I. Oversees personnel associated with student support and assessment.	2017 in Current Role 2006 at School	
Shawna Weekly, Wellness Director	Oversees nursing and counseling services and Rising Tide's Wellness curriculum	2017 in Current Role 2014 at School	
Mary Moore, Assistant Student Support Director	Works with students, special education teachers, and regular education teachers to provide services for special needs' students.	2017 in Role 2015 at School	August 2019
Eric Mello, Business Manager	Plans, organizes, and directs the school's financial management program, including accounting and revenue administration. Oversees and maintains physical plant.	2010	
Kimberly Harnais, Assistant Business Manager	Responsible to the Business Manager and Head of School for finance, human resources and facilities management.	2007	
Chris Dematos, Information Technology Director	Responsible for all information technology including network infrastructure, information systems, staff and student device management, software and hardware tools for staff and students	2019	
Melissa Jackson, Data Specialist	Maintains, updates and analyzes student data	2014	
Bryan Mardit Assistant Director of Educational Technology	Supports teachers and students with help desk services (.5FTE), Digital Literacy Teacher (.5FTE)	2018	
Christina Luciana, Upper School Administrative Assistant	Supports the Upper School Principal and Upper School Assistant Principal	2018	
Andrea Campbell, Middle School Administrative Assistant	Supports the Middle School Principal and Middle School Assistant Principal	2017	

Administrative Roster for the 2019-2020 School Year			
Susan Kenney, Receptionist	Works the front desk, answers telephones, greets visitors, sorts mail, and supports the Business Manager and Assistant Business Manager	2017	
Beth Lanoue, Special Education Administrative Assistant	Supports the Student Support Director and Assistant Director of Student Support, Coordinating meetings and tracking compliance.	2004	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	63	2	5	6 - employee chose to end employment 1 – termination or non-renewal of employment contract
Other Staff	32	0	0	0 - employee chose to end employment 0 – termination or non-renewal of employment contract

During the 2019-2020 school year, one teacher was terminated and another teacher chose to leave for family reasons. At the end of the year, one teacher retired, two teachers moved to another state, and two teachers accepted employment at schools closer to their homes in Massachusetts.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	9

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Christopher Schelleng	Chairman	Nominating & Governance	3	10/2012-10/2015; 10/2015-10/2018; 10/2018-10/2021
Sandy Kozlowsky	Vice Chairwoman	PR & Advocacy	2	12/2015-12/2018 12/2018-12/2021
Sean Kelly	Treasurer	Nominating & Governance, Finance	1	3/2018-3/2-21
Amy Norris	Clerk	PR & Advocacy	1	3/2018-3/2021
Norman DeCoste	Trustee	Finance	2	3/2017-3/2020, 3/2020-3/2023
Kevin Hennessey	Trustee		1	12/2019-12/2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
July 20, 2020, 7pm	59 Armstrong Road, Plymouth MA
August 17, 2020, 7pm	59 Armstrong Road, Plymouth MA
September 21, 2020, 7pm	59 Armstrong Road, Plymouth MA
October 19, 2020, 7pm	59 Armstrong Road, Plymouth MA
November 16, 2020, 7pm	59 Armstrong Road, Plymouth MA
December 21, 2020, 7pm	59 Armstrong Road, Plymouth MA
January 25, 2021, 7pm	59 Armstrong Road, Plymouth MA
February 22, 2021, 7pm	59 Armstrong Road, Plymouth MA
March 22, 2021, 7pm	59 Armstrong Road, Plymouth MA
April 26, 2021, 7pm	59 Armstrong Road, Plymouth MA
May 17, 2021, 7pm	59 Armstrong Road, Plymouth MA
June 21, 2021, 7pm	59 Armstrong Road, Plymouth MA

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Nominating & Governance	First Friday of Month, 11am	59 Armstrong Road
Finance & Audit	Third Monday of Month, 6:30 pm	59 Armstrong Road
Communications & Advocacy	Second Wednesday of Month, 5pm	59 Armstrong Road

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Christopher Schelleng	cschelleng@risingtide.org	No Change
Charter School Leader	Michael O'Keefe	mokeefe@risingtide.org	No Change
Assistant Charter School Leader (Academic Director)	Maureen Chapman	mchapman@risingtide.org	No Change
Special Education Director (Student Support Director)	Lauren Macpherson	lmacpherson@risingtide.org	No Change
MCAS Test Coordinator	Maureen Chapman	mchapman@risingtide.org	No Change
SIMS Coordinator	Melissa Jackson	mjackson@risingtide.org	No Change
English Language Learner Director	Lauren Macpherson	lmacpherson@risingtide.org	No Change
School Business Official	Eric Mello	Eric.mello@risingtide.org	No Change
SIMS Contact	Melissa Jackson	mjackson@risingtide.org	No Change
Upper School Principal	James Simons	jsimons@risingtide.org	No Change
Middle School Principal	Tyler Post	tpost@risingtide.org	No Change

Facilities

Location	Dates of Occupancy
59 Armstrong Road, Plymouth, MA	October 2017

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 4, 2021
Lottery	February 8, 2021

Appendix E: Anticipated Board Meeting Schedule for 2020-2021

Rising Tide Charter Public School Board of Trustees Meetings, FY 21 *Approved June 15, 2020*

All board meetings are open to the public and will be held in Conference Room 248 at 59 Armstrong Road in Plymouth, unless scheduled at a different location with appropriate notice.

Monday July 20, 2020
Monday August 17, 2020
Monday September 21, 2020
Monday October 19, 2020
Monday November 16, 2020
Monday December 21, 2020
Monday January 25, 2021
Monday February 22, 2021
Monday March 22, 2021
Monday April 26, 2021
Monday May 17, 2021
Monday June 21, 2021

Appendix F: Complaints

In December 2019, the Rising Tide Board of Trustees received a letter of complaint from four former employees about a staff member. The Board of Trustees completed an investigation and responded to the complaint, finding no evidence of improper conduct by Rising Tide Charter Public School, its administrators, or its employees.

In February 2020, a parent filed an email complaint about a staff member to the Chairman of the Board of Trustees. The parent withdrew the complaint in March 2020.